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ABSTRACT

This periodical contains special reports, reviews, and notes of recent documents on education in Asia and Oceania. The first section contains special reports on Pakistan's new educational policy and Thailand's new educational system. Pakistan's 1978 policy provides for village workshops for out-of-school youth: a national council on adult education: citizen's education through radio, television, cinema, newspapers, and pulpits of mosques: production-oriented vocational education: 30 Arabic teaching centers: federal funding of universities: and a research center to examine student attitudes, issues, and problems. The implementation of the National Scheme of Education in 1977 brought several changes to Thailand's educational system: education is now considered a life-long process: educational administration is decentralized although curricula is determined by central authorities: and more elective vocational subjects are available. The second section presents reviews of recent publications. Included are studies of vocational training in higher secondary education in India, universal primary education in Indonesia, early childhood education in Malaysia, and adult education in India. The third section contains a brief report on equipment for science education in Australia and the Centre for Production and Training for Adult Education Television in Singapore. The final section, Notes on Asian Documents, describes numerous major publications of the Educational Documentation and Information Service of the Unesco regional office. Sources of documents and addresses are included. (RC)

ED180872

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Universal primary education in Bangladesh

Early childhood education in Malaysia

Adult education in India

Notes on Asian documents

Index cards for main titles

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Unesco Regional Office for Education in Asia and Oceania
Bangkok, Thailand

This publication contains special reports on educational developments, together with reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia and Oceania. We invite officials of Member States in the region of Asia and Oceania, members of international organizations and all interested readers to send recent publications for possible review or mention in future issues, as well as information on new education policies or major programmes.

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PAKISTAN'S NEW EDUCATION POLICY

* Pakistan, Ministry of Education. *National Education Policy, salient features,* Islamabad, 1978. 27 p.

In order to develop a purely indigenous education policy based on the national choice of strategies, the Government of Pakistan convened a National Educational Conference at Islamabad in October 1977. The conference analysed the present realities and needs, and examined and tried to redefine the aims of education in Pakistan under present conditions. The conference then suggested various strategies for meeting current needs in education. Based on the recommendations of the conference, and taking into consideration the suggestions and opinions from the press, the public and educational research institutions, the Government announced the present Education Policy, 1978.

In the policy document, the aims of education have been defined in conformity with the principles of Islamic religion and the national cultural heritage. It is stressed that the aims of education will be to meet the socio-economic needs and requirements of the country through education.

The contents, methods and materials for education will be revised on the basis of the new policy. It is stated that the biggest criterion of relevance and adequacy of curricula is the ideological basis of Pakistan's creation and the needs and aspirations of a self-reliant nation. Therefore, the curriculum and textbooks for all levels and types of education will be reviewed to ensure that the knowledge, attitude and skills to be imparted at all levels are governed by the teachings of the Quran and Sunnah.

The policy emphasizes national integration and solidarity through universal educational coverage, and removal of disparities and imbalances in the provision of educational facilities in the country. It aims at recognizing, institutionalizing, formalizing, strengthening and supporting traditional indigenous institutions and structures, mainly the Mosque schools and Mohallah schools. Care has been taken to establish strong, meaningful and operational linkage between education, productive work and development.

The policy document also states that the educational management and supervision system of the country will be reorganized and streamlined to

make it more responsive to the needs and problems of students in order to make them better able to cope with new challenging tasks. The policy recognized that the Education Sector in Pakistan needs constant vigilance and improvement. The government has therefore decided to establish a National Education Council which will be a permanent consultative body on education. It is expected that the Council will oversee the implementation of the new policy.

The importance of universities as institutions of higher learning and research in the progress, development and change under the new policy is manifested: the entire responsibility for the funding of universities is to be taken over by the Federal government with the implementation of the new policy.

The major thrust of reforms will be on extensive experimentation and promotion of innovations designed with special reference to making educational institutions productive and suited to the local environment and conditions. The Government of Pakistan has demonstrated its commitment to the success of the policy by significantly increasing the investment in education, from 1.9 per cent to 3.7 per cent of the Gross National Product.

The following are the main points of the National Education Policy of Pakistan:

1. All boys of five years of age (and above) will be enrolled in schools by 1982 and girls by 1985.

2. Mosque and Mohella schools will be accorded a rightful place in education.

3. One thousand village workshops will be established to train out-of-school youth for early employment.

4. A National Council on Adult Education will be established with its nucleus at Allama Iqbal Open University.

5. A comprehensive programme of citizens' education will be launched through radio, television, cinemas, newspapers and pulpits of the mosques.

6. The present four-tier system of primary, secondary, college and university education will be replaced by a three-tier system of elementary, secondary and university education in a phased manner.

7. A National Centre for Science Education will be established to improve science teaching and to popularize science and technology among the people.

8. Technical and vocational education will be made production-oriented.

9. A National Technical Teacher Training College will be established for the teachers of technical and vocational institutes.

10. Schools will be established throughout the country in occupational and vocational skills for out-of-school population and drop-outs.

11. In order to provide facilities for horizontal mobility to the students of Madrasah and Maktab, the structure and curricula of these institutions will be reorganized in consultation with respective Ulema and the National Council of Islamic Ideology.

12. Thirty Arabic Teaching Centres will be established all over the country under the umbrella of the Allama Iqbal Open University.

13. A strong motivational programme will be launched for creating awareness of the ideology of Pakistan among our students and teachers.

14. An Institute of Sports and Culture will be established to promote indigenous games, sports and cultural activities among students.

15. Curricula and textbooks of all levels will be reviewed to bring them into conformity with the principles of Islam and Ideology of Pakistan.

16. All Government-sponsored English Medium Schools will adopt Urdu or an approved provincial language as the medium of instruction.

17. An Academy of Educational Planning and Management will be established to train educational administrators, planners and supervisors.

18. The public system of examinations at the end of grade X will be gradually substituted with a system of internal evaluation.

19. The Federal Ministry of Education and the Provincial Departments of Education and other organizations working under them will be reorganized to streamline their functioning.

20. The entire funding of the universities will be done by the Federal Government; the universities will not however be federalized.

21. A National Institute of Educational Research will be established to supervise and co-ordinate educational research on crucial national issues and problems.

22. A comprehensive system of accountability and evaluation of teachers and administrators will be introduced to ensure an effective teaching/learning environment and institutional discipline.

23. A National Student Centre will be established to study and conduct research on student issues, problems and attitudes.

24. A National Education Council will be set up as an autonomous, independent, non-governmental body, composed of outstanding scholars

and distinguished educationists for reviewing government policies and programmes in the field of education with the following objectives:

a) to evaluate performance and achievements in the field of education in Pakistan.

b) to serve as a 'think tank' on education for consultation on various educational problems and issues.

c) to advise the Government on changes in educational programmes consistent with growing needs and expectations.

d) to carry out a nationwide survey on curriculum and, in the light of the findings, to make recommendations to the Government.

THAILAND'S NEW EDUCATION SYSTEM

Adapted from the *Bangkok Post Supplement: The Thai Economy, 1978-79*, 62-63, 21 December 1978, and published here with the kind permission of the *Bangkok Post*.

The implementation of the new National Scheme of Education B.E. 2520[1] in March of 1977, replacing the old Scheme B.E. 2503, has led to several major changes in Thailand's education, particularly in the national schooling system.

The old system, "4-3-3-2 (3)", in which students spent four years in lower- and three years in upper-elementary education, three years in lower-secondary and two or three years in upper secondary education, is to be replaced with a new one, "6-3-3". Under the new system students spend six years in compulsory primary education, three years in lower-secondary and three years in upper-secondary education. This makes it necessary for the curricula, follow-up and evaluation systems to be changed as well. These changes started from the academic year 1978 and are scheduled to be completed in academic year 1983.

The old educational system was obsolete in view of technological progress and economic and social changes. There has been a great imbalance in the access of various groups to both compulsory education and education at higher levels as well as between the quality of education available to those coming from well-to-do urban families and those living in poor, remote rural areas. The former system was a restricted one as the ages of students in each school level were fixed. Less opportunity was provided to people who had missed the chance to be admitted into the formal educational system. Formal and non-formal types of education did not complement each other, making it difficult for students who had been educated in one system to pursue higher studies according to their interests and capabilities.

Under the previous system, education at each level was not self-terminating. Students were implicitly encouraged to struggle with further studies without considering their personal abilities and needs of the society. The

1. B.E. 2520—A.D. 1977

old curricula were hardly in line with local environments. Textbooks and teaching methods were imported from abroad, inadequately adapted to local conditions, and individual requirements of different regions were not taken into account.

The extension of compulsory education from *Prathom* 4 to Prathom 7 since 1963 has succeeded in less than 3,000 *Tambons*, or about one-half of all Tambons in Thailand. [2, 3]

The extension would not likely be completed within the next ten years chiefly because of lack of funds. This double system is clearly unfair to those who are under the four-year system. On average, only about 45 per cent of students who have completed Prathom 4 can continue their studies in Prathom 5. Changing to a new six-year compulsory system will lead to rapid extension and a greater number of students spending more time in school, which means that young people will have more equal opportunities to gain an education.

The extension to Prathom 7 also resulted in two different age groups being put into the same class level, one being children of from 8 to 12 years, the other being young teenagers of from 13 to 15 years. This is inappropriate since students in different age groups have different interests and require different teaching materials and learning aids. In addition, the old educational system was not related to local needs and requirements of the labour market. Students completed Prathom 4 at the age of 11 but could not yet enter the labour market since the Labour Law requires that those starting work must be at least 12 years old.

Nevertheless, the official reasons given in the Royal Command Promulgating the National Scheme of Education B.E. 2520 were: "Whereas the National Scheme of Education B.E. 2503 (A.D. 1960) and its Amendment B.E. 2512 (A.D. 1969) have not fully achieved their goals in meeting the fundamental needs of Thai society and there is need to assess and improve the National Scheme of Education to make it responsive to the changing needs of the nation and the challenge of modernization, the National Education Council with the approval of the Cabinet has undertaken to formulate a new National Scheme of Education B.E. 2520 as a guideline for implementation of the nation's education programme."

Under the new scheme, education is a life-long process aiming at improving each individual's life situation and contributing to development to the society. The main goal is to maintain—through the education process—safety, security, and above all, happiness in Thai society. The content and

2. *Prathom* – primary school; Prathom 4 or P4 – primary grade 4.
3. *Tambon* – Commune

learning process at each level, except the pre-school, is to be functional and self-terminating to ensure that school-leavers at each level will be able to earn their livelihood confident of their knowledge and capability.

Pre-school education is aimed at laying a solid foundation for compulsory primary education, which strives to provide and maintain literacy and develop the individual's cognitive ability. numerical manipulation, communication skills, and other abilities for use in future occupations. Primary education requires six continuous years of study.

Secondary education aims to provide appropriate academic and vocational knowledge compatible with the learner's age, needs, interests, skills and aptitudes. It is divided into two sections, lower- and upper-secondary education, each of which requires three years of study. Extensive elective subjects in the academic and vocational areas are offered in the lower-secondary level while learners in the upper level will be guided to concentrate on areas of specialization needed for their chosen career.

Higher education aims at full development of human intellectual abilities to facilitate advancement in knowledge and technology and produce high-level academic and professional manpower for national development.

There are now approximately eight million students in all school levels. This means that another 14 million of school-age population do not go to school in spite of the fact that about 20 per cent of the annual national budget is allocated for education. Under the new system, the State will provide and support programmes and activities in non-formal education to provide children with wide opportunities for life-long education. Priorities will be given to those who have missed the opportunity to gain a formal education. The disabled and those who are physically or mentally abnormal will also be given the chance to study.

The transformation of the schooling system begins this academic year. A new curriculum is being adopted in Prathom 1 while Prathom 7 has been dissolved. Those who finished Prathom 7 last year will continue their studies in the old Ms.1 while those who finished Prathom 6 will attend M.1 with a new curriculum.[4] Over the next years, new curricula will be adopted in Prathom 2 and M.2, while Ms.1 will be dissolved. Changes in the curriculum of one class at both levels will take place annually and it will take six years before the transformation is complete.

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4. *Matayom* – secondary education
Matayom 1 or M.1 is the first year of secondary education after six years of primary schooling in the new system.

Matayom Suksa or Ms.1 is the first year of secondary education after seven of primary schooling as in the old system.

Under the new system, educational administration will be decentralized. Local authorities will be encouraged to take part in curriculum development and in educational measurement and evaluation according to guidelines set by the State but appropriate to the needs of various localities.

Nevertheless, the State may administer national examinations and evaluation at any level, if necessary, or when certain conditions require it so that educational standards may be maintained. Also, the curricula will still be determined mainly by the central authorities, who will also administer examinations for Prathom 6, M.3 and M.6. Students of Prathom 1, 3 and 5 will automatically be promoted to higher classes as examinations will be held only in Prathom 2, 4 and 6. This requires teachers to pay more attention to students' progress to see that they can keep up with the curricula.

To make the learning process at each level more functional and self-terminating, more elective vocational subjects must be made available. This means more teachers and teaching equipment, and hence more expenditure. Schools, particularly private ones, will be adversely affected by the higher expenditure. It is feared that many private schools will close after adoption of the new educational system.

The implementation of the new educational system faces many obstacles and difficulties and will require full co-operation from all parties concerned. Resources from both the public and private sectors must be mobilized. Recipients of all educational facilities and compulsory education must share the expense proportionate to economic and social conditions. The national budget for education, particularly compulsory education and non-formal education, must be sufficiently increased. Full support must be given to schools run by local authorities—and to the private sector at least during this crucial transition period.

VOCATIONAL TRAINING IN HIGHER SECONDARY EDUCATION IN INDIA

Higher secondary education and its vocationalization. National Council of Educational Research and Training, New Delhi, September 1976. 23 p.

In recent years, Indian educators have devoted considerable time and attention to the restructuring of the education system. The focus of concentration has been the second level and its 'vocationalization'. A further stage in these discussions has been reached with the proposal in the mid-1970s to move towards a ten-year school of general education, postponing specialization - and hence the vocationalization - to the higher secondary level, which is popularly referred to as the + 2 stage. The rationale given for this is as follows:

> "With the programmes of universalization of primary education eventually flowering into widespread general education up to Class (grade) X, if diversification does not take place, we would be faced with the problem of having to greatly extend tertiary education of the academic kind, with consequent expenditure, on the one hand, and the danger of unemployment, on the other. Therefore, there is a great urgency for designing a diversified higher-secondary education in which the academic stream would cater to not more than 50 per cent of the students at the higher-secondary level. A necessary feature of the higher-secondary level would therefore be the provision of a large number of vocational streams which *[are]* generally terminal." (page 1)

The document under review is designed by the National Council for Educational Research and Training (NCERT) as a practical guide to the States in restructuring their higher secondary education. It is intended to present a "balanced and coherent picture of what has to be done" in bringing about the "important structural and functional changes in the whole set-up" to achieve vocationalization as a major transformation in education. Embodying the results of extensive consultations at the highest levels of educational policy-making in India, the document has

been finalized by a Curriculum Committee headed by Prof. Reis Ahmed and incorporating as members 45 eminent educators. Its value lies in the fact that the concepts it discusses, the problems it highlights and the solutions it advocates have a relevance to many developing countries, particularly of the Asian region.

A major concern of the Curriculum Committee is that the structural and curricular change should not hamper a student from transferring from the academic to the vocational stream and vice versa. The problem anticipated in this respect relates to the academic stream, which for all intents and purposes, would remain the feeder for the third level of education. The design of the academic stream would usually be guided by the educational achievement expected at the level of grade X, on the one end, and the level required to enter institutions of tertiary education, at the other. It is feared that such a condition would interfere with the mobility of students between streams, choice of subjects and possibilities of combining full-time and part-time studies. The document, therefore, makes a fervent plea for *flexibility* and, as practical guides to achieving it, recommends a shift to the 'semester and credit' type of organization of courses, which provides for:

1. A wide choice of combinations of courses;
2. Transfer from a programme of vocational studies to academic studies, and vice versa;
3. 'Bridging' and remedial courses which may enable students who cannot find suitable outlets in one direction, to move on in another direction of studies, or enter tertiary institutions;
4. Interruption of studies, and part-time or correspondence studies combining with work;
5. Transfer from one kind of institution to another;
6. Varying durations of some of the vocational courses—between one-and-one-half and three years—and this can hardly be done through the two year-long subject courses and associated annual or two-year examinations." (pages 2-3)

The document proceeds to discuss practical implications of setting up the required number of +2 schools with vocational streams (3-4 schools in each district during the Fifth Plan and equalizing the facilities for admission to academic and vocational streams during the Sixth Plan) and of admitting and streaming students. Conditions for admission have been spelled out to involve

1. A student's abilities, aptitudes and aspirations;

2. The needs of the society reflected in the requirements of developing productive and service potentials in the community where the student may find scope for post-educational activities;
3. The needs of social justice and extending of equality of opportunity to those who have been traditionally handicapped in the field of education (page 4).

Selection procedures figure prominently in this discussion and the Committee foresees the need to institute simple tests organized by educational authorities at the district or sub-regional level. But it stresses that all admissions should be provisional as regards the stream and should be reviewed at the end of the first semester on the basis of the performance of the student. The Committee envisages a greater emphasis on guidance and counselling, not by one particular teacher but by "practically all teachers who should be familiar with arriving at a profile of a student's personality, interests and capabilities on the basis of a school record of internal assessment and semester course grades."

Relating education at +2 stage to employment opportunities demands that much thought be given to the selection of vocations for which facilities would be provided in schools. The Committee distinguishes between vocations with "a long span of life" and those of a more ephemeral nature. To ascertain what facilities need actually to be provided, it recommends on a continuing basis "district surveys of economic activities and potentialities and consequent opportunities of work, or some kind of micro-planning at the district level and assessment of manpower needs" (page 8). The infrastructure suggested for this task comprises District Vocational Committees with a District Vocational Education Officer as the Secretary, co-ordinated by a State Vocational Education Board or Council. It is envisaged that "substantial hardware and firm facilities" are needed for vocations with a longer span of life while the others could be handled through existing facilities in educational institutions and actual places of work.

The document also provides some guidelines on the design of courses and particularly advocates the need to ensure a 'modular' or add-on character as well as the integration of theoretical studies with considerable practical/laboratory/field work and apprenticeship in relevant enterprises.

A major issue which the Committee has considered relates to the "near-absence of opportunities for students of vocational courses to further improve their qualifications and competencies in suitable higher vocational institutions and of vertical mobility in general." Among the suggestions made is that quotas be set for admission of such students:

> In fact, if one examines why high-level professional people like doctors or agricultural scientists are unable to work in the rural areas where their services are needed by the majority of the Indian population, one may strongly recommend that those students who actually serve in the rural areas, say, for five years, should be given special consideration in admission to tertiary-level professional institutions, in some cases, at government or institutional expense. Para-medical personnel or technical personnel graduating from +2 institutions and serving in rural or urban areas for a given number of years may be allowed to compete for at least 15 per cent of the seats in medical and engineering colleges, and those who are selected for further study may be given some bridging courses. This will not only be an incentive for vocational education, and for those who serve the people, but will bring about a change in the classroom atmosphere of these institutions by the presence of students with practical experience. The present system of giving all benefits of entering the tertiary-level of education through testing of some scholastic performance is really responsible for a large number of students opting for such courses, and for the left-overs pursuing purely academic courses." (page 15)

The document also deals with problems relating to teacher orientation, evaluation mechanisms and recognition of courses. The two appendices elaborate the semester and credit systems and the method of assessing students on the basis of semester grades.

UNIVERSAL PRIMARY EDUCATION IN BANGLADESH

Sattar, Ellen. *Universal primary education in Bangladesh, a pilot project of the Ministry of Education; annual reports 1977, 1978.* Comilla, Extended Universal Primary Education Project, 1977, 1978. 2 v.

These are the annual reports of the first two years of a pilot project undertaken as a joint community-Ministry of Education effort to find out:

a) If a community was willing and able to donate funds, on a co-operative basis, for education;

b) If all the children would be able to come to school and stay there for five years; i.e., until they were literate;

c) Whether rural educated women could be used as teachers;

d) Whether the cost per pupil made the scheme feasible to adapt over Bangladesh as a whole.

The project envisaged the involvement of community support to build four schools which would then be staffed, equipped and maintained by the government. The community donated the land and built the four schools as planned. All the children in the project area were enrolled and women with matriculation and higher qualifications were found in the local community to be appointed as teachers and *ayahs* (governesses). The project has shown that quality primary education is possible and is eagerly accepted by the village community.

The project is situated in an economically disadvantaged rural area and has been functioning since 1976. The eight primary schools in the area start with grade II. Twenty-two feeder schools with pre-primary and grade I classes provide the learners to the primary schools. Some 3,600 children, in 1978, attended these 30 institutions.

The project involved the establishment of four new feeder schools with special provisions for teachers, teacher assistants, books, pencils, slates and medical care. Its execution, under the supervision of the project officials, is by the Meher Panchagram Special Co-operative and Block Committees of

the area. The community provided school buildings, and generally took the motivational and supervisory responsibilities.

Enrolment increased markedly in the schools, especially for girls, and the drop-out rate decreased. Absorption of the increased enrolment from the feeder schools in the primary schools caused considerable difficulties, however. The project is now considering a cheaper model for national replication, when it extends its pilot activities to the entire administrative area.

What is still not established is whether the methodology adopted in the project is feasible for the whole country due to the two constraints of organization and cost. A point to be considered is whether each group of four or five villages could have a project officer and a research associate, as this project has, in order to generate enthusiastic participation by the community. Further, the project shows that for a successful programme of universalizing primary education, the State would have to underwrite more educational costs than at present. This would comprise money for exercise books, textbooks, pencils and other materials.

Problems encountered in the project are those of resources and attitudes. Poverty of the people interferes with community participation in school construction and feeding programmes. Land is very scarce and it is with the greatest difficulty that donations of land could be obtained for school sites. Malnutrition and child diseases affect attendance and performance. But the more serious problems appear to be the uncooperative attitude of teachers ("They refuse to teach even five minutes over their stipulated hours. A directive from the Ministry has no effect. The Thana Education Officer can say nothing to alter their minds") and what the report calls "village politics". It says:

> Politics flourishes in the village; one group against another; generational gaps; everybody so poor that they begrudge a little relief to the starving; people willing to cause trouble for factional advantages and support; an almost total lack of selflessness and willingness to sink personal differences for the overall good of the community. All these unfortunate attitudes have bedeviled the project.

The report lists a number of lessons so far learnt from the pilot project. One of them is the advisability of developing a network of 'feeder schools' to each primary school, using locally available institutions (e.g. mosques) as the base and employing para-educational personnel at minimum honoraria. Employment of women teachers for the entire primary level is recommended as a desirable policy decision. It states, "This

employment of women locally raises their status, their family income, and acts as an incentive to keep families in the rural areas."

A local educational committee, working in close collaboration with a strengthened Thana Educational Office, is suggested as a "community watchdog over the scheme." The report concludes:

> "The whole scheme could be implemented fairly easily if it is systematically planned; if the country is broken down into small educational units; if production of supplies and equipment to meet the increased demand is speeded up; if the scheme is implemented gradually and carefully perhaps over a three-year span of time before the whole country is covered. The *Swanirvar* (self-reliant) villages could certainly begin with the villages of returning officers who have been granted one month's leave for development programmes in their village homes."

Apart from the report on the pilot project, the documents include an incisive analysis of primary education in Bangladesh under the caption: "The Importance of Primary Education." The problem is examined from the points of view of both economic development and human dignity. A special plea is made in support of literacy.

Although the reports are reproduced only through electrostatic stencils and very unevenly done, they are remarkable in their honesty of pointing up failings and successes alike. Problems encountered are graphically described, and the sensitive reader may feel a strong urge to pitch in and try to help. The report makes it clear that the children are in part tragic victims of poverty and adult selfishness, although many of the teachers are clearly offering loving guidance to them.

INDONESIA: A SURVEY OF EDUCATIONAL ACHIEVEMENT IN GRADE IX

Indonesia. Ministry of Education and Culture. Office of Educational and Cultural Research and Development. *National assessment of the quality of Indonesian education: survey of achievement in grade 9*, by Christina S. Mangindaan, Robert K. Sembiring [and] Ian D. Livingstone. Jakarta, 1978. vi, 139 p. mimeo.

This book is a successor to a survey of achievement in grade VI published in September 1976. The survey of grade IX is a significant publication; it will make many educators uncomfortably aware that we know too little about the effect on children of efforts.

For the potential reader it has the merit of being easy to read, quite the most readable report of this kind the reviewer has seen. In addition, there is a continuous discussion in the text of the difficulties and limitations of the survey and the analytical methods used. This is supplemented by an excellent chapter on Multiple Regression Analysis of Factors in Achievement. This chapter alone will commend this book for all educators who need to understand the findings of educational researchers but who do not have sufficient knowledge of statistics to be comfortable with some modern methods of analysis.

Finally the book carries forward the intriguing question of associations between social, personal and school factors and academic achievement. The survey of grade VI showed that many assumptions about the effect of various educational practices were doubtful in the Indonesian context. This survey confirms many findings of the earlier one but some differences emerge. This is not surprising as the secondary school system in Indonesia is at present academically and socially selective. One important finding, consistent with findings in other developing countries, is that school factors have an increasing association with achievement for older students. Among the most interesting findings are the following:

a) Regional differences are quite marked and show a wider variation at the secondary than at the primary level. The variation in average test score between schools within each region can be quite large.

The lowest-scoring school in Jakarta (which city has the highest mean test score) is much lower than the mean for the country as a whole.

b) Children in urban areas nevertheless tend to score higher.

c) Repeaters and over-age students do not score well.

d) Boys tend to achieve better than girls.

e) There is little association between indicators of good health and school achievement.

f) Children from medium sized families (5-6 persons) score highest. The difference is not great between students from very large families (over 12 persons) and medium-sized families, but children from single-parent families tend to score *very low*.

g) There is a positive association between achievement and economic status; this is particularly marked at the higher income-levels.

h) Use of the media of instruction (Indonesian) at home 'conferred little measurable scholastic benefit'. As only 10% of students speak Indonesian at home, this finding must be an indication of the effectiveness of language teaching in the early years of schooling.

i) As in the survey of grade VI, the optimum amount of homework seems to be only about one hour a day.

j) In rural areas, children in government and subsidized schools tended to score best whereas children in private schools seemed to do better in urban areas.

k) Size of class seems to have little association with the achievement score. If anything, achievement was greatest in the large classes (a mean score of 200 in classes with over 55 and 188 in classes with less than 25). Lowest achievement was in classes with from 25-34. This is a strange finding. In Western countries this class size has been associated with highest achievement in secondary schools.[1]

l) Students with female teachers tended to score higher.

m) "Teachers with all levels of training appear to produce similar results" (page 66).

n) Teachers with over 10 years of experience seem to have higher-scoring students.

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1. J.K. Lindsey. "A re-analysis of class size and achievement in the I.E.A. Mathematics study," *Comparative Education Review*, 18(2):314-326.

o) ". . . . . the presence or absence of textbooks does not seem to have a major effect on performance, except in mathematics, social studies and English for urban students" (page 75). Is this a judgement on the quality of the books? Since the survey, a large-scale distribution of new textbooks has taken place.

p) Use of library books is associated with high scores.

q) In-service training of teachers is associated with higher achievement *but only in urban areas.* The survey of grade VI showed little beneficial effect of in-service training. This may be a reflection on the quality of training, now being revised.

r) Supervision has little association with achievement.

The survey produces more questions than answers, a natural outcome of investigations of a new kind. Some may challenge the findings by querying the type of achievement test used. The tests can be defended in that they were of the kind commonly used in Indonesia and elsewhere for student performance testing. If new kinds of tests giving greater emphasis on the ability to use knowledge rather than recall facts become more widespread, new surveys will be necessary. In the meantime, Indonesian educational research workers have added to information already available from Malaysia, the Philippines and Thailand. These data show that many of the assumptions of educators and educational planners about the benefit to be derived from a number of educational factors are questionable. Now that so many doubts have been raised, investigations including experiments need to be undertaken to see if the factors behind associations can be identified.

The Ministry of Education and Culture of the Republic of Indonesia must be congratulated on their wisdom in investing so much for studies of the kind reported in this book. The writers and researchers deserve the highest praise for the clear statement of important findings. Anyone involved in the difficult task of extracting the maximum educational benefit from the slender resources made available for education in most countries will find much to think about in this book.

EARLY CHILDHOOD EDUCATION IN MALAYSIA

First Eastern Hemisphere Seminar on Early Childhood Education, 6-18 March 1977, Malaysia. *Sustainability of change in education, report of Seminar organized by the Bernard van Leer Foundation in co-operation with the Ministry of Education, Malaysia*, The Hague, Bernard van Leer Foundation, 1978. 156 p.

This report carries the principal speeches, supporting papers, conclusions and recommendations of a seminar sponsored by the Bernard van Leer Foundation. The seminar was held in Malaysia from 6 to 8 March 1977, on "Sustainability of Change in Education", with specific reference to early childhood education. The countries from the region represented at the seminar were Australia, Iran, Malaysia, Philippines, Singapore and Thailand.

The theme of the seminar was derived from the conclusion that many examples existed of projects which failed to incorporate themselves into the mainstream of education in the countries. From this it was concluded that innovative systems need to be developed which are adaptable to existing structures. Such an approach reaches beyond the limited community of the school or institution and into the community at large.

In conceptualizing deprivation and disadvantage, the seminar recognized that reducing deprivation often requires changes of a socio-political nature, and is thus only partially responsive to educational approaches. Nevertheless, education in its broadest context is one of the fundamental strategies for overcoming the effects of poverty and other disadvantages. Deprivation and disadvantage have common causative factors ranging from the genetic to illness, from bad child-rearing practices to social and economic class differences, including differences in language. These many factors do not act in isolation but tend to reinforce each other. Counteracting the deprivation is a task for many agencies, of which the education system is one. Thus educational authorities should work closely with services for health, agriculture and other agencies to prevent or minimize factors which lead to deprivation. Preventive and compensatory education

programmes should involve a whole community to ensure a climate for sustained action. Essential in planning for 'sustainability' is the recognition that children who might be judged disadvantaged, may have much which stems from their own cultural backgrounds which can, if tapped, greatly enrich the work of the school.

The awareness that early childhood education especially designed for 'disadvantaged' groups can contribute to the attainment of the national goal of equal opportunity has grown progressively. The major assumption in this respect is that special preparation for the disadvantaged child for entry into the formal school will lead to greater academic success. The seminar recognized, however, that great care should be taken not to overemphasize artificial and seemingly academic activities of early childhood education. Early childhood programmes must derive, as far as possible, from traditional culture and child-rearing practices of the family. Further, pre-school experience should be coherent with school curricula. This in turn may require re-examination of these curricula, especially in the early years of schooling.

In addition to formally trained teachers, a wide range of persons need to be involved in early childhood education. Given the constraints on material resources for such education in the region, the para-educator may well be the best means of achieving the spread of early childhood programmes. As far as possible, these personnel should be drawn from the locality in which they hope to work. Active members of community organizations should be given preference. Practical experience in the classroom should not be left until the end of the training programme; it should equip the trainee with new perceptions, improve ability to evaluate learning experiences and provide skills in self-evaluation. The teachers should be able to relate effectively to the home, peers and children, and have skills to work with the community towards creating flexible learning experiences in the classroom. Teacher training should be a continuing process and may also provide the mechanism for stimulating community involvement and community-based programmes.

Increasing interest is being shown in the region in the concept of parents and the immediate family as educators. A variety of roles are possible, including classroom work, food preparation, tutoring and helping children in out-door work and play. Such interaction will assist in parent education as well, especially in the case of parents from disadvantaged backgrounds. More systematic development of the parents and the family as educators can have great potential, particularly in societies with limited resources.

A continuing dialogue between members of the community and those involved in early childhood education and community development should be established and maintained. The support to the community towards assuming the role of the fulcrum of innovation in early childhood education needs to be tangible and active.

In actions of special intervention in early childhood education for the disadvantaged, research and evaluation are of crucial importance. Unless the necessary channels of communication between the research workers and consumers, be they policy makers, curriculum developers or others are established, however, the basic goal of influencing the policy makers and programme operators will not be reached. Also most programmes are highly culture-specific and, even within a country's borders, there are dangers of over-hasty extrapolation. Comprehensive evaluations of programmes in early childhood education need a variety of supportive evidence, both quantitative and descriptive, including evidence from politicians, administrators, field workers, parents and community, and the learners themselves. Evaluation experts do not necessarily have the monopoly of knowledge, insights and sensitivities of the consumer.

While the report recognizes that there are no precise formulae ensuring long-term success in sustaining innovative action, certain fundamental criteria applicable globally to such programmes have been identified:

- precise definition of objectives, possibly in operational terms;
- ascertaining the relationship between the proposed programme and the specific cultural characteristics of the target community to assess how far the proposed programme is attuned both to the capacities of those to whom it is directed, and to the assets which this population might contribute;
- establishing consonance between objectives and operational details and national policy, and obtaining recognition and backing from decision makers at all levels;
- establishing training programmes that develop awareness and adaptiveness to derive maximum benefit from community resources;
- establishing a designed withdrawal of external expertise and a continuity of internally developed services.

Supporting the various items of the Agenda of the Seminar, specialists in various fields of early childhood education from different regions of the world made presentations to the seminar. These are documented

in the Report as chapters following on the recommendations indicated above.

While the Report contains a wealth of experiences and ideas specific to programmes in early childhood education, and as background to such programmes, the central theme of "sustainability of change in education", even in the context of early childhood education, does not receive the central attention that may be expected from the title, especially after the extensive identification of the variety of factors that have their separate and collective effect on deprivation and disadvantage. The recommendations in respect of sustainability, indicated above, are general and even with the practice of these, innovations have not been absorbed into existing systems in many cases. In particular, two major issues have been left out—the effect of the practice of adapting new ideas for absorption within prevailing systems, thus enforcing only token activities or minor changes rather than radical modifications; and the multi-dimensional aspects of diffusion of innovation, once lessons on an experimental or pilot scale have been learned. A further shortfall is that while 'what to do' is indicated in the recommendations, 'how to do it' is only lightly touched upon, if at all. "Obtaining recognition and backing from decision makers at all levels" is no doubt an excellent suggestion—but how may this be done, particularly in the absence of a sustained political will that reaches all the way down to disadvantaged populations?

ADULT EDUCATION IN INDIA

India. Ministry of Education. Directorate of Adult Education. *50 years of adult education in India: some experiences.* New Delhi, 1978. 259 p.

The launching of the Indian National Adult Education Programme (NAEP) on 2 October 1978 was a landmark in the history of adult education in India. Although the National Adult Education Programme is the single most important programme in adult education in the country, the long history is full of examples of many imaginative and innovative adult education programmes and experiences of various kinds. The present volume, *50 years of adult education in India: some experiences* is an anthology of case studies of some very significant programmes and experiences in India prior to the National Adult Education Programme. It is thus an attempt to give a historical perspective to the National Adult Education Programme.

It is worthwhile for the National Board of Adult Education and the Directorate of Adult Education to publish this anthology of case studies in the field, particularly those where the failures and successes have a bearing on the planning and implementation of National Adult Education. The Director of Adult Education expresses the hope that the publication and wide dissemination of the case studies would create a sense of confidence in the functionaries working at different levels of the National Adult Education Programme in India. This publication should give more than confidence to field workers; most important of all, the case studies will give insights to the people working in the field on what can make an adult education programme a success or a failure. These case studies may be better training guides than any other textbooks on adult education for the adult education workers.

The National Adult Education Programme is not confined to literacy: it lays emphasis on the need for creating an awareness among the people about the conditions in which they live so that they can change their environment. Although literacy is an essential component of the programme it has to be realized that it is only one of the essential components. The NAEP

differs from the past literacy drives in the country in this important aspect and also in its dimension, in that it seeks to provide them with opportunities for the development of functional competence in literacy to affect improvement in their lives.

This anthology has 17 case studies covering four aspects of adult education: literacy, communication, rural development and people's awakening.

Under the section 'Literacy' there are six case studies which include a case study on Jamia Millia, a national institution which has played a pioneering role in adult education. This particular case study is very revealing and gives very insightful information on how a humble beginning has been developed into a national institute of high reputation. Similarly case studies of "Lucknow Literacy House", a leading institute in Literacy, and the case study of Gram Shikshan Mohim, a true mass literacy movement, are both interesting and useful. The fourth and fifth case studies on "The *Mahbubnagar* Experiment" and Evaluation of the welknown "Farmers' Functional Literacy Programme" have their own values. One case study of a literacy programme in Naples, by Mr. C. Bonanni adds variety.

Similarly under the section 'Communication' there are two case studies, one on the impact of modern communication on the social revolution in a Kerala Village—a study in cultural change which is very informative and useful for field workers. The other study is on 'Radio Rural Forums' and gives valuable information on how mass-media could be brought into the service for adult education, pointing up some of the negative effects as well as positive ones.

Under the section 'Portrait of Indian Villages', there are five case studies dealing with experiences in linking rural development to adult education programmes in different valleys in India. The case studies not only report what has been done, but describe all that still needs to be done.

In the section 'Toward awakening', the three case studies reveal some of the most difficult human problems in India, such as 'untouchability', bonded labour surfs and tribalism. The last one deals with the attempts being made by youth organizations in India towards awakening the youth for their own development and for their responsibilities towards society.

There is clearly much value in these reports, although the Directorate of Adult Education apologizes that this volume has been prepared hurriedly and has many shortcomings. It is not as comprehensive as it could be, and a number of important experiences in adult education in India have been omitted. Let us hope that future editions will be more comprehensive and better reproduced.

EQUIPMENT FOR SCIENCE EDUCATION, AUSTRALIA

Ainley, J.G. *The Australian Science Facilities Program: a study of its impact on science education in Australian schools*, Hawthorn, Victoria, The Australian Council for Educational Research Limited, 1978. 312 p. A$14.00.

As the cost of special science equipment in schools continues to rise it is necessary to demonstrate that those resources are being well used. This report is concerned with the influence of better material resources, provided under the Australian Science Facilities Program, for science education.

Under the Australian Science Facilities Program some 123 million Australian dollars was spent in the fiscal year 1964–65 on laboratories and apparatus in both government and non-government schools. It was the first major capital spending programme by the Commonwealth Government on secondary schools in Australia.

The study reported here was based on an examination of three levels of impact of the programme:

1. The impact of the programme on the standards of science in schools of different types,
2. The influence of the standard of resources on the quality of science teaching, and
3. The effects of better resources and different teaching methods on student achievement.

In addition, an exhaustive examination of the administration of the programme is reported.

On the basis of the evidence presented it is argued that while the provision of good facilities is unlikely to dramatically affect such outcomes as achievement and interest in science it can foster good science teaching. It seems that improved facilities were associated with an enriched learning environment and more active forms of science learning. An enriched environment was one in which there was greater involvement in purposeful activity than formerly, better organization, and more stimulation in the variety of materials and methods used. Active science

learning was that which encouraged students to explore natural phenomena, and which engaged them in practical work.

The report shows that, while there was a general improvement in the standard of resources for science teaching over the period of the programme, there remain some schools with inadequate facilities.

A range of research techniques appropriate for the evaluation of large programmes was used. Descriptive analyses of the origins of the programme and its administration are blended with qualitative aspects of educational measurement and semi-structured observation in studying the effects of the programme. (ACER)

CENTRE FOR PRODUCTION AND TRAINING FOR ADULT EDUCATION TELEVISION (CEPTA TV) SINGAPORE

Some thoughts on education and media [series]

No. 6. *The use of non-broadcast media in non-formal education,* by Magno G. Matela. 1979. 28 p.

No. 7. *Media development and non-formal education,* by Tadashi Yoshida. 1979. 41 p.

No. 8. *Non-formal education programmes: curriculum development and utilisation of non-broadcast community resources,* by Uvais Ahamed. 1979. 33 p.

These three papers deal with different aspects of non-formal education presented in different meetings associated with CEPTA TV.

In the first paper, the author, who is Assistant Director of the National Media Production Centre, Intramuros, Manila, deals with the non-broadcast media for education of out-of-school youths. The media comprise the printed word, films, special media such as traffic island signs, billboards and T-shirts, and direct discussion. The National Media Production Centre (NMPC) provides the major communications support to all national development programmes, in an endeavour to create a continuing and sustained flow of dialogue between the government and people. Its programmes and projects are keys to national goals and programmes.

The Second paper, written by the Educational Systems Executive of the SONY Corporation, Tokyo, begins with the development of NHK (Japan Broadcasting Corporation) during its 50 years of service: radio, television and satellite broadcasting. In broadcasting educational programmes for all levels of education, to normal as well as handicapped children, NHK sets its own standards. It also initiated the "Young Farmers' Classroom" in co-operation with the Ministry of Agriculture, after being successful with its "Women's Classroom" for housewives. Sony has been developing a unique educational video system which includes tapes, textbooks and workbooks for teaching electronics and other vocational skills. One other important agency mentioned is the Hoso-Bunka Foundation (Broadcasting Culture Foundation) which

promotes culture in broadcasting, including the "eradication of illiteracy" starting from childhood.

The third paper by a Consultant to the Educational Media on Non-Formal Education of the Asia-Pacific Institute for Broadcasting Development, Kuala Lumpur, differentiates between formal, informal and non-formal education. Informal education, the author states, is what people learn throughout life. They acquire attitudes, skills and knowledge from their human and geographical environment. Non-formal education refers to organized and semi-organized educational activities operating outside the regular structure and routine of the formal system. Both non-formal and formal education should be seen as clearly complementary and mutually re-inforcing partners striving to achieve the same goal of human fulfilment. The subsequent chapters deal mainly with management and evaluation as well as bridging the communication gap among agencies dealing with non-formal education.

NOTES ON ASIAN DOCUMENTS

The Educational Documentation and Information Service (EDIS) of the Unesco Regional Office for Education in Asia and Oceania, Bangkok, continues to build up its documentation resources, which include a major collection of publications on education in the region of Asia and Oceania. The annotated references printed below signal some interesting documents recently received. The Unesco Regional Office will appreciate being notified of documents from Asia and Oceania related to education in the region published within the past two years which have not been included in its bibliographies. Better still, readers may wish to send the actual documents to EDIS, Unesco, C.P.O. Box 1425, Bangkok.

ASIA AND OCEANIA

APEID/RECSAM Regional Technical Working Group Meeting on Selection, Maintenance and Repair of Science Equipment, Penang, Malaysia, 2-11 November 1978. *Final report.* Bangkok, Unesco, 1978. 33 p.

After presentation of country reports, the meeting discussed problems and issues in the provision of science teaching/learning equipment and the training of science teachers in the use and maintenance of equipment. Based on the discussions, guidelines for the selection and purchase of science-teaching equipment were set up and recommendations made for further developing regional co-operation and following up national action in the use, selection, maintenance and repair of science equipment.

/APEID/ Workshop for Development of Modules for Core Curriculum of Teacher Education, Bangkok, 6-12 December 1977. *Developing instructional modules for teacher education.* Bangkok, Unesco, 1978. 2 v. (Asian Programme of Educational Innovation for Development)

Two publications bearing the same title were prepared by the Workshop participants. One volume presents ten selected exemplar modules for a core curriculum of teacher education covering these topics: Development of employable skills, The teacher as change agent, Health and community orientation, and Methods and concepts for teacher education. The experiences of different countries in the region in developing instructional modules offer useful guidelines for module writers and were therefore written into a handbook which becomes a companion volume to the document containing the modules. The contributions of the participants of the workshop included evaluation procedures and follow-up activities in the use of modules; these are also incorporated in the handbook.

Colombo Plan Staff College, Singapore. *In perspective, Colombo Plan Staff College for Technician Education, first two years.* Singapore /1978/ 37 p.

A report of the College, which was established in April 1974 as a joint and co-operative enterprise of 27 member countries of the Colombo Plan. The College became operational in 1975. The basic structures, content and methodologies which have been established and the activities which have enabled the College to reach out to 21 countries in the region and build up a constituency of some 400 key persons responsible for improvement in the education of technicians in their respective countries are explained.

COSTED/AIT Workshop on Technological Education and National Development, Bangkok, 10-12 February 1978. *Technological education and national development; proceedings /of the Workshop/* ed. by S. Radhakrishna, P. Brenner /and/ D. Scott. Bangalore, Committee on Science and Technology in Developing Countries (COSTED), International Council of Scientific Union/Indian Institute of Science, 1978. iv, 225 p.

Under the auspices of COSTED, engineering educators from several Asian countries gathered at the Asian Institute of Technology (AIT) to identify long-standing problems for which solutions can be attempted within the framework of science and technology. A serious drawback which was pointed out is the faulty science education pattern being followed in the developing countries which does not seem to train students for tackling the problems of the

society and environment in which they live. This Workshop, as did some of the previous ones, examined the content of science education and technological education with regard to relevance to national development.

Directory of cultural organizations and institutions in Asia, 1978. Tokyo, Asian Cultural Centre for Unesco, 1978. vi, 314 p.

This directory was compiled by the Asian Cultural Centre for Unesco with the co-operation of National Commissions for Unesco in Asia, and Unesco Headquarters in Paris. The directory was compiled to meet the requests from people in Asia and the world who have keen interests in the culture of Asian countries and who need precise information about cultural activities in Asia.

The appendices include a table and a graph of the directory entries presented according to country and area specialities. An alphabetical index of cultural organizations and institutions by country is also provided.

DSE-RIHED Joint International Conference on Higher Education and the Masses, Singapore, 1-9 September 1977. *Higher education and the masses; proceedings [of the Conference]* under the joint auspices of the German Foundation for International Development (DSE) and the Regional Institute of Higher Education and Development (RIHED) in collaboration with the German Agency for Technical Co-operation (GTZ) and the German Academic Exchange Service (DAAD) Bonn, DSE/Singapore, RIHED, 1978. xiv, 151 p.

This report reflects the wide-ranging views and experiences that were exchanged in the Conference as to:

- How systems of higher education in Asia respond to the large and ever-increasing student population in relation to quantity of training, manpower needs, employment situation and social stratification;

- How higher education in Asia directly or indirectly contributes towards meeting the basic needs of the people, like income, nutrition, shelter, health, education and training, communication, and participation in the nations' overall development;

- What endeavours Asian countries undertake in co-operation with other countries on bilateral, regional and

international levels in order to overcome urgent problems and to find long-term solutions;

- What are and should be the conclusions for aid in education and research in general and for German-Asian co-operation in particular as related to concepts and priorities, instruments and co-ordination of activities in the promotion of higher education in Asian countries.

SEAMEO-RECSAM Training in the Development of Science/ Mathematics Apparatus (TQI) Penang, 26 September to 8 December 1977. *Some elementary school science and math apparatus and their construction, a prototype unit developed by the participants.* Penang, RECSAM /1978/ 52 p. (PM and S T0378)

This booklet contains ten models which were developed in accordance with the following criteria: durability enough for the intended function and able to stand rough handling; economically made and not requiring sophisticated equipment nor artisans;clear directions for construction and use; children able to operate and maintain the equipment; and functionality of the equipment: it must work. The booklet was printed to enable wide testing of these apparatus and the gathering of comments and feedback.

SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM), Penang. *Laboratory management and techniques for schools and colleges.* Kuala Lumpur, Anthonian, 1978. vi, 250 p. illus.

This is a science laboratory handbook compiled by the DW-LM course participants under the guidance of staff members of RECSAM (SEAMEO's Regional Centre for Education in Science and Mathematics). The handbook includes selected topics which are considered as being most useful for science teachers in secondary schools and colleges who have responsibility for laboratories and management of outdoor activities. It should also be useful for laboratory assistants and attendants.

The handbook is divided into eight major sections. Each section gives information on skills that will enable more efficient and safe operation of science laboratories and outdoor activities. It provides ideas, suggestions and experiences in the design and management of laboratories, simple laboratory techniques in the maintenance

of apparatus, teaching aids, and the improvization of science apparatus using local materials. Each chapter contains a list of source books for further reading and the appendices include a list of 'useful periodicals'. The manual is well-illustrated with diagrams, photographs, and drawings and cartoons to assist in communication of ideas.

/Unesco/ Regional Meeting of Experts on New Approaches to Education of Children of Pre-School Age, Bangkok, 4-12 September 1978. *New approaches to education of children of pre-school age; report.* Bangkok, Unesco, 1979. 72 p.

This report is a contribution by Unesco to the work for the International Year of the Child (1979). It covers the experiences of Member States in Asia in regard to new approaches which may have been adopted for early childhood education, with particular reference to 'disadvantaged' rural and urban populations. The recommendations made for future practical programmes of action are for seeing to it that programmes for less fortunate children, including early childhood education, are fitted into national policies dealing with problems of poverty; and that a range and diversity of programmes for disadvantaged children be developed to carry out these socio-economic policies with the assistance of Unesco and other interested organizations.

/Unesco/ Regional Panel of Experts on Research and Training in Literacy in Asia and Oceania, New Delhi, 19-25 September 1978. *Research and training in literacy in Asia and Oceania; report.* Bangkok, Unesco, 1979. 73 p.

This Meeting was held in collaboration with the Government of India in pursuance of Resolution No. 1.191 adopted by the General Conference of Unesco at its Nineteenth Session. Participants from 11 Member States of region of Asia and Oceania in which illiteracy is a continuing problem attended the Meeting.

Recent developments in the field of literacy in the participating countries were reviewed particularly with regard to training of personnel of literacy programmes, research related to practical problems and regional co-operative programmes in research and training in literacy. The recommendations called for the initiation of national endeavours which would gear literacy towards employment possibilities in socio-economic development. The endeavours, although supported by international co-operation,

should be based on endogenous efforts. To improve the quality of literacy programmes, systematic arrangements were recommended for research and training.

/Unesco/ Regional Seminar on Training of Educational Personnel, Chiangmai, Thailand, 24-30 October 1978. *The training of educational personnel; report of the Seminar.* Bangkok, Unesco, 1979. 56 p.

The main purpose of this Seminar was to discuss experiences in Unesco-Associated Teacher Education Programmes (Pre- and In-Service) in the context of: (1) alternative approaches and new techniques in preparing educational personnel with particular reference to new roles in educational development; (2) strategies for post-project implementation; and (3) emerging roles of the Unesco specialist in the national context.

The participants agreed that barriers exist between the education system and the community and that these must be removed considering especially the political urgency to eradicate poverty in Member States. Teacher education authorities in making their programmes relevant to society would be participating directly in the educational and national reform programmes. Of special importance is the initiation of remedial and compensatory sequences for learners from 'disadvantaged' populations which demand special competencies from teachers and corresponding changes in teacher education programmes.

AUSTRALIA

Australia. Schools Commission. *Country education: an annotated bibliography.* Canberra, 1978. 139 p.

This annotated bibliography brings together information specifically concerned with Australian educational services for children living in rural areas, and some overseas material which might be useful in the Australian context. It is intended for educationists, parents and others interested in rural education.

Part 1 of the bibliography includes governmental and non-governmental reports and studies, published monographs, published (periodical) articles and unpublished theses. Part 2 gives abstracts of major Australian studies and reports, and Part 3 provides abstracts of reports and

studies from the rest of the world as selected from ERIC's resources and relevant to the Australian country education. Part 4 is a bibliography of non-Australian journal articles, research studies and books. The subject index gives an overview of the range of subjects treated in this document.

Australia. Schools Commission. *Special Projects Program (School - Level Innovation), handbook for counsellors.* Canberra, 1978. 1 v. (various paging)

The Innovations Program of the Schools Commission provides both funding and counsellor services to individuals or groups who are undertaking projects or activities to improve the quality of primary and secondary education in Australia.

This handbook is a reference guide for persons applying for grants for educational projects as well as for those whose projects are being funded. The handbook describes the Special Projects Program, its conditions for funding projects and the involvement of grantees in the evaluation of projects. In addition to information on financial support for projects, the book explains the Commission's general programme of stimulation and development of innovative initiatives in primary and secondary education, and the diffusion of information about existing projects. The appendices include sample documents relating to the implementation of a project, the expenditure of a grant, and the work of counsellors.

Bullivant, B.M. *The way of tradition: life in an Orthodox Jewish school.* Hawthorn, Victoria, The Australian Council for Educational Research Limited, 1978. 260 p.

This book traces the historical origins of two types of education, the 'secular' and the 'sacred', for boys in an Orthodox Jewish school in Melbourne, Australia, and describes how these types dominate all aspects of the school - architecture and equipment, staffing and timetabling, the curriculum, teaching methods, and ceremonial and ritual life. Chapters trace the boys' reactions to these influences in classroom behaviours, self-perceptions, daily and weekly routines,and world views.

An ethnographic description of all facets of school life is linked to a theoretical analysis of what can result when a small, ethnic community tries to pass on its

religious values and traditions in the face of pressures from the wider, Western industrial society and its largely secular culture. Apparent conflicts are explained by a fully developed theory using concepts from the anthropology of education. For those interested in the education of migrant children this type of analysis is important, because the Jewish community has been established in Melbourne for a long period. A lengthy appendix in the book describes how the study was carried out, and discusses the many problems which arise in this type of research. (ACER)

Maling-Keepes, Jillian. *Educational evaluation: key characteristics*. Hawthorn, Victoria, The Australian Council for Educational Research Limited, 1978. 160 p. (ACER Research service no. 102)

The purpose of this book is to present a comprehensive framework to assist in the undertaking of an evaluation. This framework provides a view of an evaluation which, while delineating its key aspects, gives an account of its diversity and complexity. In the construction of the framework, the author drew on the many suggestions made in conceptualizations and accounts of evaluations by evaluators in and outside of education during the past two decades. The framework presented in the publication facilitates comparisons between instances of evaluation practice and among conceptualizations of evaluation.

The characteristics should be used by an evaluator when designing a study. Those involved in conducting research into educational evaluation would use the set of characteristics to suggest inquiries into the nature of the task and the work of evaluators.

The work is presented for both consumers of evaluation as well as for those actually performing an evaluation. (ACER)

Shimpo, Mitsuru. *The social process of aboriginal education in the Northern Territory*. Darwin, N.T., Northern Territory Division, Department of Education, 1978. 176, xxx p.

In this non-technical report of a survey of Aboriginal education in the Northern Territory, the changes the Aboriginal society has experienced after contact with non-

Aborigines and the impact of Aboriginal Communities upon school education are described. The findings of this survey seem to imply that in order to determine what improvements need to be brought about in education, making projections of what may happen if current approaches and conditions remain unchanged would be more useful than trying to cope with the current situation as most teachers insist. The study points out that more opportunities should be given to the Aborigines to talk about useful things for themselves: to express what they want.

BANGLADESH

Khan, Md. Ferdouse. *Literacy and Bangladesh.* Dacca, Bangladesh Association for Community Education, 1979. 52 p.

In this paper the author puts forward definitions of literacy and functional literacy, literacy in Bangladesh (statistical data and literacy movements), and then compares the experiences in the struggle against illiteracy in the Union of Soviet Socialist Republics, the Islamic Republic of Iran, Cuba, Indonesia and China.

The last two chapters of the book describe a method for eradicating illiteracy in Bangladesh through a 'ten-year phased plan' (1980-1985 and 1985-1990) which should be formulated to reach the desired result. The study is the result of continuous observation by the author who became interested in adult literacy in the late 1960s and began writing on the subject in early 1972.

Khan, Nurul Islam. *Social welfare services in Bangladesh.* Dacca, Department of Social Welfare, 1978. xiii, 94 p. mimeo.

This publication describes the organization, structure, activities and services of the Department of Social Welfare, and the various special groups of people with which the Department has to work. The introductory pages report an estimated population of 84 million in Bangladesh which is growing at about 3 per cent a year, combined with problems of poverty, disease and limited education opportunities. Only 34 per cent of school-age children attend school, and of those who enter school 63 per cent drop out in the first five years. The country needs 124,000 schools, but there exist only 39,914. Statistics of unemployment, decreasing land (per-capita man ratios), per-capita income, infant

mortality and health services give a graphic picture of problems in which Social Welfare Services are involved.

The operational principle of the Social Welfare Services of working *with* rather than *for* the people is described through its project 'Rural Social Service' (RSS). Social workers are motivators, change agents and linking mechanisms between the handicapped groups and centres of decision making and service agencies of the Government. Villagers are brought to understand the nature of their socio-economic problems and to suggest ways in which these problems could be solved. The document points out that with correct appreciation of the meaning and significance of Social Welfare appropriate development may take place.

The Women for Women. Research and Study Group, Dacca. *Women and education, Bangladesh 1978*. Dacca, 1978. 126 p.

Various facets of the education of women are presented in this volume of papers and research studies contributed by Bangladeshi women. The introduction describes the conditions and problems facing women, with statistics showing that at the primary level one-third of the girls never go to school and, of those who do, few stay long enough to become literate. At the secondary levels most girls study only until married off. A girl studies at the higher level only if supported by the desires and wishes of her parents or husband. The literacy rate for women is around 12 per cent, or one-third that of men.

Part I of this book deals with social attitudes towards women's roles and status and the part played by formal and informal education. Part II covers the participation of women in various levels of education both as students and teachers, and Part III discusses non-formal education programmes and women. The authors of the papers hope that the recommendations they have made will serve as guidelines for policy makers in planning programmes that meet the needs and desires of Bangladeshi women.

BURMA

Burma. Ministry of Education. *Youth in the Socialist Republic of the Union of Burma*. Rangoon, 1978. 78 p. In Burmese and English.

A pictorial record of training programmes and activities for young people which cover the *Lanzin* Youth Training, *Luyechun* (Outstanding students) Scheme, Voluntary Labour Scheme, the Literacy Scheme, the Educational Campaign Against Drug Abuse and Red Cross work, and sports and social and cultural activities.

Nyi Nyi, Dr. *International co-operation in education: the Burmese experience.* Paris, Division of Educational Policy and Planning, Unesco, 1979. 52 p. (Reports and studies ... C. 69).

In discussing Burma's national education policy and plans, covering the period from the time of its independence in 1948 to the present, changes and reforms that have taken place in education are brought out. An explanation is made of Burma's policy with regard to international and regional co-operation and as it relates to meeting the country's educational needs. Reports of problems on aid relationship imply ways in which financial and technical assistance programmes may be improved. As to what Burma can contribute to international co-operation programmes, areas in informal education in which the country has useful experiences to share are: people's participation in education, student volunteer work in national development activities and literacy campaigns.

INDIA

Bhatnagar, T.N.S., comp. *Universities in India: a list with full addresses.* New Delhi, Department of Teacher Education, National Institute of Education, NCERT, 1978. 14 p. mimeo.

This is a list of universities and institutions which offer B.Ed., M.Ed./M.A. (Education) and Ph.D. programmes in education. Statistical information is given for various aspects of universities.

India. Ministry of Education and Social Welfare. Directorate of Adult Education. *Monitoring, evaluation and research; extracts from the report of the Working Group on Adult Education for Medium Term Plan 1978-83.* New Delhi, 1978. 12 p.

Notes on Asian documents

This chapter of the Report of the Working Group on Adult Education relating to monitoring, evaluation and research is meant to provide guidelines to those who are interested in developing a co-operative network for monitoring the National Adult Education Programme (NAEP) in India. The objectives of the NAEP are to impart literacy and numeracy skills to the most productive section of the illiterate population, to promote their functional skills and to raise the level of social awareness of the most 'disadvantaged' sections of the community.

India. Ministry of Education and Social Welfare. Directorate of Adult Education. *Training of adult education functionaries; a handbook.* New Delhi, 1978. 177 p.

This handbook is the result of work done in two seminars arranged in India in order to establish training arrangements in connection with the launching of the National Adult Education Programme (NAEP), which started in October 1978. The handbook is meant to help prepare the NAEP functionaries for their work in the field. The Policy Statements on Adult Education in India and on Outline of the National Adult Education Programme are included in the handbook. There are chapters on training and evaluation supported by annexures which give outlines of a possible training programme as well as proformae for evaluation and feedback.

India. Ministry of Education and Social Welfare. National Review Committee on Higher Secondary Education with Special Reference to Vocationalization. *Learning to do: towards a learning and working society; report,* New Delhi, 1978. 60 p.

The Committee recommends that learning must be based on work, either through socially useful productive work which has been woven into the General Education course prescribed in the report or through vocationalized courses. The Committee also recommends that the vocationalized courses to be offered at the higher secondary level be in agricultural and related rural occupational areas, and in managerial, commercial, health and para-medical vocations. Vocational courses at this level for the manufacturing, industrial and engineering occupations are not recommended.

India. National Council of Educational Research and Training. *Documents on social, moral and spiritual values in education,* by B.R. Goyal. New Delhi, 1979. 56 p.

Ten documents including the Constitution of India are presented and examined with reference to the teaching of social, moral and spiritual values in schools. The foreword of this publication explains that the inclusion of activities and programmes on values in the school curriculum enables the school to respond to the needs and aspirations of a changing society.

Before India's independence, the British policy of "religious neutrality" did not include in the schools programmes or activities for cultivating spiritual and moral values. Since independence, India has been studying various approaches for inculcating values through education, bearing in mind that pupils come from different castes, creeds, and economic and cultural backgrounds.

It is hoped through the review of reports of various Commissions and Committees on Education in this publication that the development of programmes and activities on values in the school curriculum will be facilitated. In the appendices, a list of 84 values has been compiled as gathered from the documents included in this compendium.

India. National Council of Educational Research and Training. *Educational objectives at the primary stage: a developmental approach,* ed. by Baqer Mehdi and G.L. Arora. New Delhi, 1979. 31 p. (NCERT. *Effective use of school curriculum, a series for teachers.* Publication no. 2)

This is a publication of a research and development project of NCERT's Educational Research and Innovations Committee known as, "Effective Use of the School Curriculum". The document suggests the objectives of primary education with which teachers should familiarize themselves in terms of helping a child to develop as a good learner, a good person, a good citizen and a good worker. It also points out that educational objectives should be stated in clear terms to enable a teacher to interpret them meaningfully through the presentation of appropriate subject content and teaching/learning strategies.

The appendices provide teachers with directions for using an analysis sheet for making conceptual analyses of

the curriculum in relation to objectives. An example of an analysis sheet is included.

INDONESIA

Indonesia. Central Bureau of Statistics. *Buku saku statistik Indonesia/Statistical pocketbook of Indonesia, 1977/1978.* Jakarta, 1979. xvii, 476 p. Rp. 3.000, US$5.60.

In this report "education" is dealt with in chapter 4. It contains statistics for number of schools, teachers and pupils by kind and by province, within and outside the Ministry of Education and Culture, ratio of pupils to teachers at different levels of education, number of cinemas and number of scouts and average per 10,000 population by province.

This edition is a continuation of the 1977 edition and contains some new statistical tables which either supplement or replace the ones in the previous edition.

Gani, K.S. and Sjamsoeddin R. Endah. *Dasr dan teknik pengukuran dan penilaian hasil pendidikan (Basis and techniques of measurement and appraisal of educational achievement)* Jakarta, Pusat Penelitian Atma Jaya/Universitas Katolik Indonesia Atma Jaya, 1978. 208 p. mimeo. (Atma Jaya studies on curriculum development and educational measurement, 2) In Indonesian, with English summary.

This is a collection of lectures delivered during the staff development programme of the Medical Faculty of the Atma Jaya Catholic University and Atma Jaya Research Centre from October to December 1976, on the principle, theory, and techniques of educational measurement.

The lectures deal with (1) statistical concepts; (2) guidelines to construct objective test forms; (3) evaluation and analysis of multiple-choice (objective) tests; (4) analysis of examination problems; (5) validity and legitimacy of the examination; (6) the preparation, use and evaluation of examinations in essay form; and (7) a comparison of 'essay' examinations and multiple-choice (objective) tests.

Indonesia. Ministry of Education and Culture. Office of Educational and Cultural Research and Development (BP3K). *Laporan hasil penilaian Proyek Pembinaan Pendidikan Dasar (P3D), tahun 1976/1977 (Report of the result of the*

Primary Education Evaluation Project, 1976/1977), by the Evaluation Team of the Primary Education Evaluation Project. Jakarta, 1977. ii, 265 p. mimeo. In Indonesian.

The Primary Education Evaluation Project (P3D) has carried out three programmes for upgrading teachers and technical staff members. It also distributed textbooks on mathematics, Indonesian language, and social sciences. Data was collected through questionnaires, conducting an inventory, and by observation. This evaluation report covered: the accomplishment of the 'upgrading' programmes, book distribution, distribution and condition of the instructional materials and Mobile Van Unit, the result of observation of the learning/teaching process of the teacher in the classroom, the result of observation of the learning/teaching process by the teacher educators in a model classroom, and the appraisals of teachers, principals/headmasters and supervisors on the process of the upgrading programme.

Indonesia. Ministry of Education and Culture. Office of Educational and Cultural Research and Development (BP_3K). The Planning and Reporting Division. *What is BP_3K?* Jakarta, 1977. 31 p.

Introduces 'BP_3K', one of the units of the Ministry responsible for carrying out research and development to support policy-making, concept building and the making of long term plans. The organizational structure of the Office, its functions and tasks, working programme, international relations and a list of staff are included.

Unesco. Regional Office for Education in Asia and Oceania, Bangkok. *Planning and reporting at BP_3K; a report to the Chairman of BP_3K*, /by D.G. Berstecher/ Bangkok, Unesco, 1978. 39, 3, 2 p. mimeo.

At the request of the Indonesian Government the author undertook a mission to review the work of the BP_3K's Planning and Reporting Division; to develop a framework against which the present activities of the Planning and Reporting Division's units could be gauged, and to submit suggestions and recommendations for enhancing its effectiveness.

The report begins with a description of the Division, its functions, working priorities, monitoring and reporting, staff development (internal and external), professional documentation services and strengths and weaknesses.

Recommendations suggest ways for streamlining BP3K's work and relating its programme with the priorities of educational development in Indonesia. Suggested options are included.

JAPAN

/The Association of International Education, Japan/ *Life and study in Japan for Japanese Government (Monbusho) scholarship students.* /Tokyo/ 1978. 107 p. In Japanese and English.

This is a handbook giving information on what to do in preparation for travel to Japan, upon arrival in Japan and departure from Japan. Higher education in Japan and the Japanese way of life are described at length. Directory information for government offices, embassies, cultural institutions and other useful addresses which a foreign student, or a visiting professor or research worker, would need to have on hand are provided together with railway and subway maps, four of which show routes to four well-known hostels or dormitories for foreign students.

Japan. Ministry of Education, Science and Culture. Minister's Secretariat. Research and Statistics Division. *Statistical abstract of education, science and culture.* 1978 ed. Tokyo, 1978. 195 p.

The organization of the educational system of Japan is presented for background information followed by statistical reports for school education, social education, physical education, science, culture, international exchange in education, educational administration and finance, educational expenditures, budget and settlement of accounts and referential statistics. The annex gives an organizational chart of the Ministry of Education, Science and Culture. This edition in English is prepared for foreign readers who are interested in Japanese education.

Japan. National Institute for Educational Research (NIER) *Educational research of Japan, report of a survey.* Tokyo, 1979. 31 p.

With the large number of institutions conducting research in education in Japan, the National Institute for Educational Research (NIER) undertook a survey to identify the institutions and their location, study their personnel structure

and activities, assess their achievements and relationships with other institutions for educational research, and obtain a nation-wide view of the trends in educational research. The information analysed in this report should be helpful to others in planning, co-ordinating and implementing important research.

"Modernization of education in Japan". *Research Bulletin of the National Institute for Educational Research*, 17 October 1978. 85 p.

The historical process of modernization of education in Japan is described step-by-step in the first chapters of the Research Bulletin. The last chapter covers developments in education from 1920 onward. The report concludes that Japanese education is now gradually moving in the direction of giving a proper place to the home, school and society in accordance with Unesco's principle of lifelong education, and to implement the principle of recurrent education as advocated by the Organisation of Economic Cooperation and Development (OECD).

MALAYSIA

Chai Hon-Chan. *Education and nation-building in plural societies: the West Malaysian experience*. Canberra, Australian National University, 1977. ix, 116 p. (ANU. Development Studies Centre. *Monograph* no. 6)

Malaysia is a multi-ethnic society, comprised of people of Malay, Chinese and Indian origins. The author tries to trace the difficult role of education as a primary instrument of building a Malaysian nation with a clear national identity to replace old communal loyalties. The primary aim should be to socialize the younger generation into the new civic cultures and to instil in them an allegiance to the national government. The change from colonial dependence to national sovereignty entails structural changes in the educational system to reconcile conflicting subsystems, bridge discontinuities between one level or stream of education and another, reorientate the curricula, and rewrite textbooks to ensure that certain affective and cognitive learning outcomes are consonant with national ideals.

In general terms, from the samples of the cases in other countries, differences in the level of economic development between the groups play a significant role in

either hindering national integration or breaking the tenuous bonds of whatever national unity there is. The 'New Economic Policy', as embodied in the Second Malaysia Plan, is aimed at the "eradication of poverty, irrespective of race" and the "restructuring of Malaysian society to correct economic imbalance, so as to reduce and eventually eliminate the identification of race with economic function."

Malaysia. *National Library. Directory of libraries in Malaysia*, comp. and ed. by Ch'ng Kim See /and/ Ahmad Bakeri bin Abu Bakar. Kuala Lumpur, 1978. v, 324 p.

This directory covers 177 libraries and is divided into three parts:(1) a listing of libraries with full entries arranged alphabetically under types of libraries; (2) an alphabetical listing of libraries by name with reference to the corresponding full entry in the first section; (3) a subject index to special collections arranged alphabetically in separate sections for Bahasa Malaysia and English.

Opper, Sylvia. *Cognitive development of Malaysian Children; a research report to the Director of the Curriculum Centre.* /Kuala Lumpur/ Curriculum Development Centre, Ministry of Education, /1978?/ 156 /53/ p. mimeo.

This study looked into the development of 11 Piagetian tasks or basic concepts in urban and rural Malaysian children from 6 to 16 years of age, and examined the relationship of cognitive development to locality, type of school and socio-economic status (SES).

The findings showed very little difference in the rate of development between urban and rural samples, although there were marked differences between overall types of school and SES. The study provided some evidence on the conceptual level achieved by children with certain characteristics (age, locality, type of school and SES) for certain basic mathematical, logical and physical concepts. The findings are directed towards guiding curriculum developers in planning syllabi where the subjects or topics to be taught will fit the approximate conceptual level of Malaysian children at different stages of development. The findings should also be useful to research workers wishing to extend the study in a number of related areas.

The author is a researcher in the Centre for Educational Studies, Universiti Sains Malaysia, Penang. The study was carried out with financial assistance from UNICEF.

Universiti Pertanian Malaysia. Faculty of Educational Services. Research Committee (UNICEF). *The needs of children and mothers in Malaysia.* Kuala Lumpur, 1977. viii, 362 p. mimeo.

This study by a group of faculty members from Universiti Pertanian Malaysia was carried out with the co-operation of governmental and non-governmental institutions, individuals and UNICEF (which funded the research). The multi-disciplinary team was comprised of professionals in the various fields of welfare, nutrition, health, education and demography.

The study identifies the needs of children and mothers in Malaysia in the present situation and with reference to the inherent complexities of the historical, social, cultural, economic and political aspects of the people as a whole. In describing the areas and extent of needs of children and mothers it lists the services that are being rendered by various government ministries/departments and non-governmental bodies towards answering these needs. Areas of further needs for services are pointed out, and appropriate recommendations, including those for problems requiring more research, are presented.

NEPAL

First National Advanced-Level Workshop for Teacher Educators in Nepal, Sanothimi Central Campus, Institute of Education, Tribhuvan University, 19-28 September 1977. *Abridged report.* Bhaktapur, Institute of Education, Tribhuvan University, 1978. 46 p.

This national workshop was a follow-up of the Advanced Regional Workshop for Teacher Educators held in Tokyo in March 1976. The Nepal Workshop gathered teacher educators from various parts of the country to familiarize them with innovative programmes currently being conducted and to encourage the analysis of case studies in order to identify problems and suggest innovative measures for improvement. The Workshop also familiarized the participants with new trends and developments in the field of teacher education and with the work of the Institute of Education. The discussions were guided towards revising teacher education for greater relevance to national goals.

Kasaju, Prem Kumar [and others] *Use of Devnagri and Hindu-Arabic numerals at lower secondary schools, a research*

study. Kathmandu, Centre for Educational Research, Innovation and Development, National Education Committee, 2033. 32/8/ p.

An analysis of university entrance-examination papers revealed that students experienced confusion in the use of Devnagri and Hindu-Arabic numerals (sometimes called English numerals) in working out mathematical problems. This study investigated the degree and extent of this problem and its relationship to achievement in mathematics and related subjects. The study showed that students have difficulty in using two sets of numerals and do not perform equally well with them.

The recommendations of this study suggest remedial measures. The first of these says in part, "Greater emphasis must be placed by teachers on the fundamental rules of arithmetic ... From Class IV, the curriculum should be revised to permit review of basic skills as the Hindu-Arabic numerals are introduced. This will assist the students in gaining equal proficiency with both types of numerals."

National Training Workshop for Science Education Materials with Focus on Rural Development, Kathmandu, 8 January - 4 February 1978. *Report*. Lalitpur, Curriculum Development Centre, Ministry of Education, 1978. 37 p.

The Workshop concentrated on the exploration of local resources and activities which would assist the learning of pupils and "increase the efficiency of teachers without inflating the budgets of schools". Guidelines were prepared to help teachers select appropriate locally available materials and plan for relevant learning activities. The guidelines, science topics discussed and list of science materials prepared appear in the appendices of this report. A model science teaching handbook was also prepared.

Women's Services Co-ordination Committee, Kathmandu. *Women of Nepal: approaches to change, papers presented at a Seminar sponsored by the U.S. International Communication Agency and the Centre for Economic Development and Administration, Kathmandu, 17-18 May 1978*. Kathmandu, 1978. 95 p.

The papers include such titles as: Nepal Women's Organization Back-to-the-Village National Campaign, The status of women in Nepal, The national women's political caucus, Women's Affairs Training Centre, Women's Services Co-ordination Committee, On (the) women's movement, Statistical

profile of Nepalese women and Institutions/organizations concerned with the women of Nepal. The report has an annotated bibliography listing both published and unpublished documents related to women in Nepal.

NEW ZEALAND

Boshier, Roger. *Adult and continuing education in New Zealand, 1851-1978; a bibliography*. Vancouver, Adult Education Research Centre, Faculty of Education, University of British Columbia in Association with the International Council for Adult Education, 1979. 157 p.

A compilation of titles and references of books, reports, journals, papers and theses which the publishers say is the most extensive bibliography on adult education in New Zealand, and which according to the compiler required more than seven years of preparation. The introduction, in its analysis of the literature, describes some of New Zealand's experiences in adult and continuing education. The first part of the bibliography is an alphabetical listing of entries by author's name; the second part is a subject-listing following closely the subject categories of ERIC Clearinghouse.

New Zealand. Department of Education. *On the way to reading*. Wellington, School Publications Branch in conjunction with Continuing Education Unit, Radio New Zealand, 1978. 64 p.

This booklet was prepared by the Department of Education as a joint project with Radio New Zealand whose Continuing Education Unit has prepared a series of radio programmes on the same topic. The booklet and radio programmes, which are directed to parents, may be used together, although each may stand on its own. The booklet and broadcasts follow the language development of children through their pre-school years up to about age 7, illustrate the methods used to introduce children to reading, and suggest ways in which parents can help their children learn to read while fostering in them a love for reading.

Typical questions asked by parents about reading are brought up wherever relevant, and advice is given to parents who wish to seek special help to handle reading difficulties encountered by their children.

New Zealand. Department of Education. The Correspondence School. *Early childhood education /and/ development and learning in early childhood.* Wellington, /1976?/ 17 booklets.

This course of study by correspondence is intended for parents, teachers and assistants in nursery schools and primary schools, child-care centres or people above the age of 15 interested in the field of early childhood education who live in New Zealand, and are not full-time students at a day school. The course includes an introductory booklet, eight units of work and related reading materials. Each unit requires about three weeks to complete; the whole course is thus expected to be covered in about 25 weeks. The units cover these topics: (1) Family and community in New Zealand, (2) Influences on human development, (3) Physical development, (4) Learning to learn and learning to think, (5) Becoming a social person, (6) Language and communication, (7) Health in development, and (8) Coping with emotions. The introductory booklet explains where and how to apply for the course and procedures for undertaking the course work.

New Zealand. Department of Education. Public Relations Section. *Education in New Zealand.* Wellington, 1979. 26 p.

The introduction points out that the New Zealand school system is based on the principle that education is freely available to every person at all levels regardless of ability to pay, and because of this appreciation for equality of educational opportunity, New Zealand is among the few countries that have a majority of their population in schools, colleges and universities. All levels of education are described, from early childhood education to higher education, including adult and continuing education and learning by correspondence. The current thinking and trends of the New Zealand school curriculum are covered as well as examinations, educational facilities, education statistics and the administration of education. Six pages are devoted to addresses of main offices in the Department of Education, Technical Institutes and Community Colleges, Teachers' Colleges, Universities and Education Boards. A list of basic documents on education in New Zealand is given in the final two pages of this publication.

PAKISTAN

Kalim, M. Siddiq. *Pakistan: an educational spectrum.* Lahore, Arsalan Publications, 1978. xi, 223 p.

The articles included in this anthology appeared in the educational column of *The Pakistan Times* from November 1972 to March 1974. Written on various aspects of education, the articles are grouped under the following headings: Educational activities, Curriculum development, Modes of education, Cultural activity and Ideals of action. Problems related to the process of learning, universalization of basic education, making secondary education at least partly technical/vocational and the emergence of a new pattern for higher education are signalled by the author, who reminds people concerned with education to relate socio-economic and politico-cultural factors to their work if education is to respond to the needs of society. Foreign knowledge and influences must be used selectively and intelligently, maintaining the best of national tradition while being international in outlook.

Pakistan. Ministry of Education. *The Federal Ministry of Education: organization and functions.* Islamabad, 1978. 32 p.

Under the Constitution of 1973, the responsibilities of the Federal Government have increased. The Federal Ministry of Education has accordingly been organized and equipped to fulfil the role expected of it.

This publication describes the functions of the five Wings of the Federal Ministry, the University Grants Commission, the Inter-Board Committee of Chairmen, Quaid-e-Azam University, the Pakistan Institute of Development Economics (PIDE), Allama Iqbal Open University at Islamabad, the National Book Foundation, the National Book Council and the Printing Corporation of Pakistan. Following these descriptions, innovative projects of the Ministry are reported. The annex comprises a directory of the personnel of the Ministry and autonomous and statutory agencies.

Pakistan. Ministry of Education. National Bureau of Curriculum and Textbooks. *Teacher training curriculum for agro-technical education: industrial arts, agriculture, home economics.* Islamabad, 1978. 61 p.

Under the present Education Policy (1972-80), new curricula for grades I-X were developed. As one result of the different subject matter introduced in these curricula, a 'project-approach' technique has been recommended for teaching new agro-technical subjects for grades VI-VIII. The project-approach method of teaching requires teachers to assist students in the selection of useful projects that are suitable for the respective local environments. This approach also requires a new type of teacher, called 'specialist teacher' of agro-technical education, who should be trained to supplement agricultural practice with the relevant theory and guide the pupils in a scientific analysis of the selected projects. The training of specialist teachers should lead to spreading an attitude of love of work and hence good working habits. It is intended also to meet the objective of associating general education with socio-economic development in order to contribute to the welfare of the community.

Pakistan. Statistics Division. *Statistical pocket-book of Pakistan, 1978.* Karachi, Manager of Publications, Government of Pakistan, 1978. 259 p. Rs. 5.

This excellent booklet presents data generally for the fiscal years 1974-5 to 1976-7. The section on Health and education gives statistical data to 1976 for number of schools (primary, middle and high) and their enrolments, number of teachers, number of secondary vocational schools and their enrolments, number of secondary teachers' training institutions and their enrolments and number of colleges and their enrolments. Other related information may be found under the section entitled "Social and Culture", and there are directories and a list of publications.

PAPUA NEW GUINEA

Pollock, John E. *The Secondary Social Science Project in Papua New Guinea; a case study in the development and implementation of curriculum in a developing country.* Konedobu, PNG, Educational Research Unit, University of Papua New Guinea, 1978. vii, 112 p. (ERU. *Research report* no. 27)

The Papua New Guinea Secondary Social Science Project had its informal beginning before it became a formal project of the Department of Education. The Project was

initiated to introduce a completely new subject to replace history and geography in the four years of secondary schooling. During the first two years, teachers' guides and support materials were produced by departmental committees and overseas consultants. After a trial period, the implementation of the course took place in all schools in Form 1 in 1971 and Form 2 in 1972.

The development of the course met many problems, among others staff changes and reduction of staff members working on the project. It is now recognized that large-scale curriculum development projects require careful long-range planning. The programmes must be closely tied to realities of manpower, finance and equipment available and be as self-contained as possible.

Weeks, Sheldon G. ed. *Youth in their villages.* /Port Moresby/ Educational Research Unit, University P.N.G., 1978. 192 p. (University P.N.G. ERU *Research report* no. 24)

This research report is concerned with what young people are doing with their education in their village. The major finding of most of the papers is that young people show some retention of skills in reading, writing, and arithmetic which they learned in school. These skills are used by school leavers, and the assumptions that youth forget what they learn and that schooling is therefore a waste of time and money *are not upheld.* The conclusion is that education is of value to youth living in their villages.

PHILIPPINES

Fund for Assistance to Private Education (FAPE). Makati. *Legal handbook for private education.* Makati, 1977, 1978. 2 v.

In the Philippines about 90 per cent of higher education is through private institutions. This handbook has been prepared for school administrators of private educational institutions to serve as a source of information on legal matters affecting these institutions. The handbook appears in two volumes: Volume 1 covers legislation regarding corporate organization of private educational institutions, and Volume 2 covers taxation and educational institutions. The contents include school matters relating

to labour relations, educational management, State regulations and supervision, student personnel administration and accounting problems.

Philippines. Ministry of Education and Culture. Office of Non-Formal Education. *Annual report: non-formal education, 1978-1979*. Manila, 1979. v, 72 p. illus.

The first report prepared by the Office of Non-Formal Education, Ministry of Education and Culture, was published in 1978, covering the period from the establishment of the Office in 1977 to March 1978. This second annual report explains that non-formal education in the Philippines is the concern of many agencies and organizations, both public and private. Although the intention was to present the whole picture of non-formal education in the country, owing to the difficulty of gathering data, this report presents only the programmes and activities of the Ministry undertaken through the initiatives of public and private schools, colleges, universities and some of the socio-civic, religious groups. A section of the report is given to success stories of some selected non-formal education programmes which have made or continue to make a strong impact on development either on a national scale or in the areas where they have been organized and implemented. Added to this report is a 19-page Non-Formal Education Directory.

/Philippines/ National Seminar Workshop on Teacher Education, Bayambang, Pangasinan, 5-7 April 1979. *Proceedings /of the Seminar/* sponsored by the Ministry of Education and Culture, National Research and Development Center for Teacher Education /and/ Teacher's College, Pangasinan State University, 1979. 1 v. (various paging)

The theme of the Seminar was "Articulating teacher education with countryside development" with, as a general objective, "to strengthen the teacher education program for a socially, economically and morally sound society". The Seminar Workshop became a forum that discussed the present teacher education programme in the country through a systems approach. Existing problems in teacher education and realistic proposals/alternatives for their solutions were brought up. The participants were familiarized with the operation of the practicum-oriented Teacher Education Curriculum and other innovative approaches in

teacher education. Guidelines and plans of action on how to link and revitalize present pre-service and in-service teacher education for countryside development were solicited from the teacher-educators.

SEAMEO. Regional Center for Educational Innovation and Technology (INNOTECH). Project IMPACT. *Project IMPACT: its development and components*, by Rosetta Fernandez Mante. Cebu City, Project IMPACT, INNOTECH and Ottawa, International Development Research Centre of Canada (IDRC), 1979. 73 p. mimeo. (Project IMPACT. *Replication manual)*

_____. _____. *Management manual*, by Rosetta Fernandez Mante. Cebu City, Project IMPACT, INNOTECH and Ottawa, International Development Research Centre of Canada (IDRC), 1979. 62 p. mimeo. (Project IMPACT. *Replication manual)*

Project IMPACT is an acronym for Instructional Management by Parents, Community and Teachers, a learning-management system for the delivery of mass primary education. The two documents listed here supplement each other as a comprehensive guideline to understand the working of Project IMPACT, launched in January 1974 by the Regional Center for Educational Innovation and Technology (INNOTECH) of the Southeast Asian Ministers of Education Organization (SEAMEO).

The first title provides a brief account of the development of the IMPACT model in the Philippine setting and the components of such model. It could serve as the resource material for those wishing to know the IMPACT learning-management system with the intention of applying it. The *Management manual* is for the use of the project coordinator and the members of the Learning Centre staff to serve as a guide for the initial activities and day-to-day implementation of the IMPACT system.

REPUBLIC OF KOREA

Follow-up Seminar of the First Unesco Mobile Agricultural Teacher Training Course /Seoul/ 8-12 August 1977. *Report on the follow-up Seminar held at and conducted by the Secondary Teacher Education Institute, College of Agriculture, Seoul National University, under the joint auspices of the Ministry of Education and Unesco.* Seoul, /1977/ 134 p.

Notes on Asian documents

This Seminar was held to find out to what extent the recommendations made in the First Mobile Seminar, August 1974, had been implemented. For recommendations not carried out, the Seminar identified problems which hindered implementation and sought practical suggestions for improvement. The main problems centred on teachers - poor qualifications, inadequate training, shortage and low morale. Some of the suggested ways for improvement called for holding mobile training courses every second year, holding conventions to promote agricultural education and report on agricultural researches, making in-service education practice-oriented, giving tax exemptions to students taking up agriculture to attract them to the field, and provision of research allowances and opportunities for study visits.

Republic of Korea. Ministry of Education. *Education in Korea, 1978.* Seoul /1979?/ 144 p.

An annual report which covers: background of Korean education, the educational system, formal education, non-formal education, research and development, international co-operation, a look into the future, and statistics in education.

SOCIALIST REPUBLIC OF VIET NAM

Socialist Republic of Viet Nam. Ministry of Education. Department of Complimentary Education. *The elimination of illiteracy and the use of complimentary education in the Socialist Republic of Viet Nam.* Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1979. 12 p. (Unesco. *The struggle against illiteracy in Asia and Oceania*, 1)

This paper traces the historical development of education in the country, and the successes which followed early shortcomings of the anti-illiteracy movement. Literacy is considered a first step in the whole process of raising the cultural standards of the people. Complementary education was initiated for the cadres, youth and workers. The goal is to provide all village cadres with second-level general education and some core village cadres with third-level general education. All district and provincial cadres should be provided with third-level general education and some of them with university-level education in their special fields. For the 'masses', the Government would endeavour to

provide universal first-level general education with special emphasis on productive skills and the new way of life. The paper elaborates some experiences in complementary education work.

SRI LANKA

Sri Lanka. Ministry of Plan Implementation. Department of Census and Statistics. Demography Division. *Statistical profile of children - 1977: Sri Lanka, a publication of the International Year of the Child*, Colombo, 1978. 85 p.

This statistical report is a successor to the 1975 publication, *Statistical profile of children and youth.* Statistical information is given for the following: Population and vital statistics, economy and labour, health and nutrition, education and housing and social services. Maps and charts show population pyramids for the years 1946 to 1971, density of population, infant mortality rates and pupil-teacher ratios. The compilers hope that the information will serve as a reference for evaluating the needs of children of Sri Lanka.

Sri Lanka. Ministry of Education. *Education in Sri Lanka; an overview of its development, present organization and policy orientations for the future.* Colombo, 1978. 42 p.

Sri Lanka's new Government of 1977 made two major educational policy decisions. The age of admission to schools was lowered to 5 years and the 'Junior Secondary Cycle' of Education was increased by one year. Further, the whole system of education is being reshaped on the basis of the concept of recurrent and continuing education. Emphasis is being placed on the training of school-leavers, expansion of polytechnical education and the provision of more opportunities for higher education through the establishment of an Open University. This document covers all aspects of education in Sri Lanka to-day including a report on *Pirivena* education which is devoted to Buddhist learning and scholarship.

THAILAND

Seminar on the Follow-up Programme for the Implementation of the 1977 National Education Scheme, held at Bangsaen Hotel, Cholburi, 13-15 December 1978. *Final report.*

Bangkok, Office of the National Education Commission, 1977. 106 p., mimeo. In Thai with English summary.

The Seminar was conducted by the Office of the National Education Commission in co-operation with Unesco. It was held for the following purposes: to enable the officials from all agencies concerned to reach a common understanding regarding the statements included in the new National Scheme of Education B.E. 2520 (1977); to study the problems and obstacles encountered in the revision of the school system and develop appropriate means of solving the problems; and to collect data and information for setting up means and procedures to implement the National Education Scheme. The participants divided themselves into three groups to study the Scheme and to formulate recommendations for appropriate means for implementation of the Scheme. The groups also considered revisions that would need to be made in the present Scheme.

Thailand. Ministry of Education. Department of Teacher Training. *Research report on an evaluation of the Teacher Training cum Education Extension Project.* Bangkok, 1978. 401, /77/ p., illus. In Thai with English abstract.

The Teacher Training cum Education Extension Project which was started in 1969 in a teacher training college in northeast Thailand has now grown to include 24 colleges in both urban and rural areas. The main objective of the Project is qualitative improvement of teacher education which is crucial in bringing about qualitative change in the education system. To determine whether the Project is meeting its objective, and to identify areas that need improvement, a comparative study was made on classroom teaching behaviour and classroom learning-teaching processes with and without the benefit of "educational services aid". The evaluation also covered a study of: development or change in the communities after being involved in the Project, attitudes and co-operation of teachers and project co-ordinators, and patterns in the organization of the Project.

The findings of the research showed both effective features and areas in need of improvement through workshops on the production and use of teaching aids and equipment,

lectures and seminars on teaching methodology and educational supervision, study visits and further studies. Changes of personnel and heavy teaching loads have been seen to hinder the smooth running of the Project. As to work with the community, the Project has been useful in providing and expanding vocational practice for the people.

Thailand. Office of the National Education Commission. *A study of the role of mass media for non-formal education.* Bangkok, 1978. 200 p. In Thai with English abstract.

The research was conducted in response to the growing importance and possible applications of the mass media to formal and non-formal education in Thailand. The following aspects of mass media were studied: (1) The status and content of radio, television, newspapers, magazines, and motion pictures; (2) Consumer behaviour with respect to the various types of mass media; and (3) The role of mass media in non-formal education. On the basis of the findings, the following suggestions were made to the appropriate authorities:

1. The State should take more advantage of mass media to educate the people through use of radio, television, newspapers, magazines and motion pictures, especially radio which appears to have the widest audience.

2. The use of radio and motion pictures should be exploited in getting information to farmers with whom the media have been found to be effective.

3. People who have had meager education should be reached and stimulated by mobile teams of 'subject specialists' from the central government.

4. *The mass media should put more stress on culture and general knowledge rather than mainly on entertainment.*

Thai National Documentation Centre. *Directory of scientific and technical libraries of Thailand,* compiled by Karnjana Chan-yarak. 2d ed. Bangkok, Thailand Institute of Scientific and Technological Research, 1979. 130 p. mimeo. In Thai and in English.

This revised and enlarged edition includes 64 libraries consisting of 26 faculty libraries attached to academic institutions, 20 government libraries and 18 libraries belonging to foreign or international institutions. The libraries are listed according to their name in Thai, in the order of

the Thai alphabet. Information on the libraries comprises: address and telephone number, type of library, staff, library hours, collection, classification system, services, lending policies and publications.

"International Year of the Child", *Bulletin: Commission of the Union of Soviet Socialist Republics for Unesco* no. 1, 35, 1979. 48 p.

This issue of the *Bulletin* starts out with the text of a speech of L.I. Brezhnev, General Secretary of the CPSU Central Committee and Chairman of the Presidium of the Supreme Soviet of the Union of Soviet Socialist Republics (USSR) on the subject, "Children are our future". Two feature articles discuss the situation of children in the USSR and certain programmes for educating the young "in a spirit of peace and friendship among nations." The major portion of articles on the welfare of children and the provision of programmes in the fine arts for children are grouped under the theme "Children get the best." The last section gives facts, figures and brief notes concerning children in the USSR.

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INDEX CARDS

for publications reviewed

Index cards are provided on the following pages for the main reports and reviews in this issue. The cards may be cut out by the reader or librarian and filed under any of the headings listed in the lower part of the card, whichever meets readers' needs best. If it is desired to use all headings, which calls for several copies of the index card, the sheets containing these index cards may be freely duplicated by typewriter or photocopy. The heading(s) chosen may be noted at the top of the card(s) to guide their filing, thus facilitating the retrieval of information.

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Information items given in an index card are indicated in the card below:

Author (if any)
Title of article, *Title of periodical* (the issue no.):
Pages of the article, Date of the periodical.
Short description of contents of article (provided when title of article needs elaboration)

SUBJECT(S) OF THE ARTICLE.
Author of document reviewed.

Pakistan's new education policy, *Education in Asia and Oceania: reviews, reports and notes* (15):1-4, June 1979.

The Government's new education policy based on the recommendations of a National Education Conference (October 1977) take into consideration the suggestions and opinions of the public. Announced in 1978.

EDUCATIONAL POLICIES - PAKISTAN

Thailand's new education system, *Education in Asia and Oceania: reviews, reports and notes* (15):5-8, June 1979.

The implementation of the new National Scheme of Education B.E. 2501 (1977) replacing the old Scheme B.E. 2503 (1960). Started from academic year 1978; scheduled to be completed in academic year 1983.

EDUCATIONAL POLICIES - THAILAND
EDUCATIONAL ORGANIZATION - THAILAND

Adult education in India, *Education in Asia and Oceania: reviews, reports and notes* (15):23-24, June 1979.

Anthology of case studies of some very significant programmes and experiences in India prior to the National Adult Education Programme (launched on 2 October 1978).

ADULT EDUCATION - INDIA
ADULT EDUCATION PROGRAMMES - INDIA

Universal primary education in Bangladesh, *Education in Asia and Oceania: reviews, reports and notes* (15):13-15, June 1979.

The first two annual reports of a pilot project undertaken as a joint community and Ministry of Education effort to find out data on community and school co-operation, retention of students, recruitment of rural women teachers and costing.

PRIMARY EDUCATION - BANGLADESH
UNIVERSAL EDUCATION - BANGLADESH

Indonesia: a survey of educational achievement in grade IX, *Education in Asia and Oceania: reviews, reports and notes* (15):16-18, June 1979.

A successor (1978) to a survey of achievement in grade VI published in September 1976. Includes a continuous discussion in the text of the difficulties and limitations of the survey and the analytical methods used.

ACHIEVEMENT - SECONDARY SCHOOLS - INDONESIA

Early childhood education in Malaysia, *Education in Asia and Oceania: reviews, reports and notes* (15):19-22, June 1979.

Carries the principal speeches, supporting papers, conclusions and recommendations of a Seminar on Sustainability of Change in Education held in Malaysia from 6 to 8 March 1977, sponsored by the Bernard van Leer Foundation.

PRE-PRIMARY EDUCATION - MALAYSIA

Vocational training in higher secondary education in India, *Education in Asia and Oceania: reviews, reports and notes* (15):9-12, June 1979.

A practical guide to the States in restructuring their higher secondary education in accordance with the 10+3+2 system. Designed by the NCERT.

SECONDARY EDUCATION - INDIA
VOCATIONAL SECONDARY SCHOOLS - INDIA

Equipment for science education, Australia, *Education in Asia and Oceania. reviews, reports and notes* (15):27-28, June 1979.

This report is concerned with the influence of better material resources, provided under the Australian Science Facilities Program, for science education. In addition, an exhaustive examination of the administration of the programme is reported.

SCIENCE EQUIPMENT - AUSTRALIA
SCIENCE EDUCATION - AUSTRALIA

Centre for the Production and Training for Adult Education Television (CEPTA TV) Singapore, *Education in Asia and Oceania: reviews, reports and notes* (15):29-30, June 1979.

Three papers dealing with different aspects of non-formal education presented in different meetings associated with CEPTA TV.

NON-FORMAL EDUCATION
INSTRUCTIONAL MATERIALS